ASSESSMENT IN I.C.T.

TWO OUTSTANDING, DIFFERENTIATED RESOURCE PACKS FOR TEACHING & ASSESSING I.C.T.

- Presentation exercises now included!
- Consistent terminology used throughout.
- Reading age 11-16.
- Stimulating and tested exercises used throughout.

- Both resource packs take account of the likely cognitive development of pupils aged 11-16.

- Both resource packs foster the development of ICT capability within the structure of any programme of study.

- The exercises are not dependent upon specific software or hardware.

- Both packs are designed for use within a variety of contexts and cross-curricular links are emphasised. The context is so easy to change in MS Word!

- Full site licence included!

This new version of our two highly successful packs for assessing ICT capability now includes exercises for presentation software. Exercises are not dependent upon specific software or hardware. Both Packs A and B are available on CD ROM for the PC (WINDOWS) operating system. You simply require access to any version of MS Word to have full edit and print facilities.

Disk Upgrade From Only £10 + VAT!

DATABASE EXERCISE - 1

PACK 'A' SAMPLE

Materials required:
Database management software.
Work disk. ...ver.
...sk.

Aim of the exercise:
To practise the skills necessary to achieve competence in the use of database packages.

Stage	Instructions	Skill Code
1.	Prepare the computer system (including the printer) for use.	G1
2.	Load the database management program.	G2
3.	Create a file structure with the following fields:	D1

VARIETY	CLASS	FLAVOUR	COLOUR	CROP	FLOWERS	FRUITS

Stage	Instructions	Skill Code
4.	Enter the heading GARDEN CHERRIES.	D1
5.	Enter the following data:	D2

VARIETY	CLASS	FLAVOUR	COLOUR	CROP	FLOWERS	FRUITS
WATERLOO	D	RICH	BLACK	BIENNIAL	EARLY	JULY
ARCHDUKE	D&C	SWEET	DARK RED	GOOD	LATE	JULY
EARLY RIVERS	D	DELICIOUS	BLACK	GOOD	LATE	JUNE
EMPEROR FRANCIS	D	AROMATIC	DARK RED	PROLIFIC	MID	JULY
FROGMORE	D	GOOD	YELLOW	HEAVY	LATE	JULY
GOVERNOR WOOD	D	GOOD	YELLOW	GOOD	LATE	JULY
KENTISH RED	C	ACID	YELLOW	GOOD	LATE	JULY
LATE DUKE	D&C	FAIR	DEEP RED	GOOD	LATE	JUNE
EMPEROR FRANCIS	D	AROMATIC	DARK RED	PROLIFIC	MID	JULY
MORELLO	C	ACID	DARK RED	PROLIFIC	LATE	AUGUST
AMBER HART	C	RICH	YELLOW	PROLIFIC	MID	JULY

Code: D - Dessert. C - Culinary

Stage	Instructions	Skill Code
6.	Save the database file.	G3
7.	Print the whole file.	G4
8.	Make the following corrections:	
a.	The record for Emperor Francis has been entered twice in error. Delete the second entry.	D4
b.	The class for Amber Hart should be D. Make the necessary correction.	D3
c.	The colour of Kentish Red should be red. Correct this entry.	D3
d.	Add the following record:	D5

Roundel Heart	C	SWEET	CRIMSON	HEAVY	MID	JULY

Stage	Instructions	Skill Code
9.	Sort the file into alphabetical order of variety.	D6
10.	Save and print the amended file in table form.	G3, G5
11.	Search the file for all late flowering, dark red varieties and print them showing only the variety, class and flavour.	D7, G4
12.	Return to the full file and produce a frequency bar chart of the flowering times.	D8
13.	Save the graph and print it out.	G3, G4
14.	Ensure the file has been saved and then quit the application.	G3

Identification, assessment and recording of skills is built in - skill codes are clearly shown.

E-MAIL EXERCISE - 2

PACK 'A' SAMPLE

...ervices Required:
- ...rvice provider (ISP).
- ... provider.
- Internet Browser Software or specific e-mail communications software.
- Internet Access Point (modem/ISDN).
- Authorised e-mail addresses issued by teacher to pupils (either individually or in groups).
- E-mail address for teacher to receive messages from pupils.

Aim of the Exercise:
To practise the following skills:
- Logging on to the Internet/e-mail providers and using a specific e-mail software program.
- Creating and sending an e-mail message.
- Attaching a file to an e-mail.
- Using software facilities such as 'spell-check' and 'address book'.
- Checking for and receiving 'new mail'.
- Replying to and printing e-mail messages.
- Downloading/accessing attachments.
- Logging-off/signing-off from the ISP and e-mail providers.

Stage	Instructions	Skill Code
1.	NB. YOU SHOULD BE WORKING WITH ANOTHER PUPIL OR GROUP OF PUPILS. In this exercise, you send messages to each other, so both individuals (or groups) need to sign on with the e-mail provider.	
2.	Create and save the following text in a wordprocessor file before signing on to the e-mail system:	G1 - G3 W1 - W8

USING A DICTIONARY
Many schoolchildren are deterred from making full use of the range of information which the majority of dictionaries provide. They are often confused by the density of the text and the extensive use of symbols and abbreviations characteristic of traditional dictionaries.

| Stage	Instructions	Skill Code
	Close the wordprocessor file and software and sign-on to an e-mail system.	E1/N1/G6
	Select 'create' (compose on some systems).	E4
	Enter the address of your partner (or other group) in the 'to' field.	E2
	In the 'Subject' field, enter the following: "Sending an attachment".	E5
	Enter the following in the 'Message' field: "I have attached the following text file instead of wasting time and money by typing it in while logged on to the Internet and/or the e-mail provider.	E6
	Select 'Attach' and use the 'browser' to select the wordprocessor file you saved earlier.	E9
9.	Check that the file has been successfully attached and also check the address and the text which you have typed in.	E8/E9
10.	When you are satisfied that everything is correct, send the message.	E10
11.	Check the message has been sent correctly.	E11
12.	Check the 'In' box for 'new mail' to see if the same message has been received from your partner or other group.	E12
13.	When you receive the e-mail from your partner (other group), download the attached file and save.	E13/E14
14.	Forward a copy of the 'received' e-mail to your teacher via the e-mail system.	E16
15.	Print a copy of the 'received' e-mail.	E18/G4
16.	Sign-off from the e-mail system (and log-off the Internet if necessary).	E1/N1
17.	Load the wordprocessor file and print a copy.	G3/G4

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A FULL SITE LICENCE IS INCLUDED AS STANDARD - USE YEAR AFTER YEAR FOR NO FURTHER COST! PACK A HAS A READING AGE OF 11-16 AND EACH INDIVIDUAL EXERCISE HAS A READING AGE APPROPRIATE TO ITS TARGET AUDIENCE. PACK B (READING AGE OF 9-11) COMPLEMENTS PACK 'A'. N.B. YOU MUST PURCHASE PACK 'A' TO USE PACK 'B'.

PACKS 'A' & 'B' FOSTER THE DEVELOPMENT OF I.C.T. CAPABILITY. PUPILS CAN NOW APPLY I.C.T. SKILLS IN REAL SITUATIONS.

2

RESOURCE PACK 'A' (41 pages)

Consists of:
1 Set of teacher's notes,
1 Skills List,
1 Record of Achievement,
3 Word Processor exercises,
3 DTP exercises,
3 Database exercises,
3 Spreadsheet exercises,
3 Graphics exercises,
3 E-mail exercises,
3 Internet/www exercises,
3 Presentation exercises,
1 Project for pupils aged 11-12,
1 Project for pupils aged 12-13,
1 Project for pupils aged 13-14,
1 Project for pupils aged 15-16.
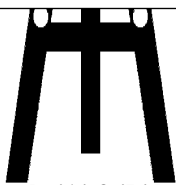
Each exercise in packs 'A' & 'B' has a step by step approach to developing and assessing ICT capability.

Each step in each exercise (both packs) has all corresponding skills identified.

The Student Profile (RoA) is designed to correspond exactly with the skills listed on the worksheets.

WORD PROCESSING EXERCISE - 1

PACK 'A' SAMPLE

Materials required:	Aim of the exercise:
Word processor software. Work disk.	To practise the skills necessary to achieve competence in the use of word processors.

Stage	Instructions	Skill Code
1.	Prepare the computer system (including the printer) for use.	G1
2.	Load the word processor program.	G2
3.	Enter the following text with left justified margin and appropriate text font, style, and size.	W1, W2, W3, W4

> **NAVIGATION**
>
> Navigation is a fascinating subject which encompasses many areas of knowledge including geography, astrology, history and mathematics. As one unravels the principles and techniques upon which navigation is based, one is left in awe of the sheer genius of the ancient scholars and mariners who developed the art over the centuries to its present highly sophisticated form.
>
> The demands for speed and simplification and the ever decreasing time available for training in navigation have resulted in astro-navigation being reduced to a few simple, rote-learned procedures and drills which can be applied very successfully with very little understanding of what is involved. Furthermore, most texts on the subject are written in a dull and complicated style which tends to discourage interest.

Stage	Instructions	Skill Code
4.	Save the file.	G3
5.	Print the file.	G2, G4
6.	Correct the word **astrology** in the second line of the first paragraph so that it reads **astronomy.**	W5
7.	Insert the words **ever increasing** between the words **The** and **demands** in the first line of the second paragraph.	W5
8.	Replace the words **astro-navigation** in the second line of the second paragraph with the words **the art.**	W5
9.	Search for all occurrences of the word **navigation** and replace with the words **astro-navigation.** (it occurs 4 times).	W6
10.	Highlight and delete the last sentence (beginning with the word **Furthermore).**	W5
1.	Insert the following sentence at the beginning of the second paragraph (before the sentence beginning with the words **The ever increasing):** **Yet, sadly, astro-navigation, as an art and an area of knowledge, lies dormant - even though it is used as much today as it ever was.**	W5
2.	Check for spelling/typing errors. Use the spell-checker as appropriate.	W7
3.	Re-save the file.	G3
4.	Print the completed file.	G4
5.	Hand in both print-outs for marking.	

I.C.T.- YEAR 8 MINI-PROJECT

PACK 'A' SAMPLE

OBJECTIVES:

1. To further develop skill and confidence in the use of information technology.
2. To develop general understanding of the application of Information Communication Technology (I.C.T.) in the retail industry.
3. To further develop skills in data collection, database file structure creation, data entry, and database interrogation.
4. To develop understanding of some of the computer applications and processes involved in the production of product catalogues.
5. To further develop text processing skills.
6. To further develop skills in computer graphics.
7. To further develop skills in combining text and graphics files in order to produce collated documents.
8. To develop understanding of the need for accuracy, not only in data processing but also in spelling, punctuation and grammar.
9. To develop understanding of the importance of good standards of presentation of work.
10. To consider the implications for society of the application of I.C.T. in industry.

THEME: A clothing store.

CROSS CURRICULAR LINKS: Scheme co-ordinated with Textiles.

SCHEME OF WORK:

STAGE	LESSON CONTENT	HOMEWORK
1.	Revise and further develop pupils' database skills by interrogating previously prepared database files. Discuss data-capture and create data-capture forms using word processor or desk- top publisher. Include the following fields in the form: ITEM NO./ DESCRIPTION/ COLOUR/ SIZE/ PRICE.	1. Ask friends or parents for copies of mail-order catalogues and select approx. 20 articles of clothing from these. 2. Enter details of articles in the appropriate fields of the data-capture form.
2.	Revise database file structure. Create file with the same fields as in the data-capture form. Commence entering data from the completed data-capture form. Save file and produce hard-copy (even if not completed).	Verify data contained in the database file by checking the hard-copy for errors. Also check for spelling, punctuation and grammatical errors.
3.	Complete data entry into the database file, complete verification, and make any necessary corrections. Save and produce hard-copy of complete file. Interrogate the file (e.g. sort on item No., search for items of certain colour and size etc.). Produce hard-copy of the results of each interrogation.	Design, by hand, one or two catalogue pages for some of the articles contained in the database file. Include drawings and information from the mail-order catalogue (max 3 drawings).

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■ In the projects pupils are given opportunities to practise all of the important I.C.T. skills in the production of a collated report.

■ Each project design may be used as it is or as a template.

READING AGE PACK 'A' 11-16

■ Flexibility is achieved by dividing the tasks into various stages - each of which may be spread over a number of lessons.

■ The project for pupils aged 15 -16 is designed as a major coursework task which takes several weeks to complete.

■ Homework opportunities are identified and described. These sheets can form the templates for your scheme of work.

PACK 'B' HAS A READING AGE OF 9-11 AND THUS FORMS A NATURALLY DIFFERENTIATED SUPPLEMENT TO PACK 'A'.

3

RESOURCE PACK 'B' (26 pages)
Consists of:
3 Word Processor exercises,
3 DTP exercises,
3 Database exercises,
3 Spreadsheet exercises,
3 Graphics exercises,
3 Email exercises,
3 Internet/www exercises,
3 Presentation exercises.

N.B. YOU MUST PURCHASE PACK 'A' IF YOU WISH TO USE PACK 'B'.

READING AGE PACK 'B' 9-11
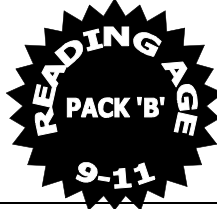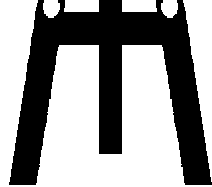
DESK TOP PUBLISHING EXERCISE

PACK 'B' SAMPLE

Materials required:
DTP software.
Clipart/graphics files.
Work disk.

Aim of the exercise:
To practise the skills necessary to achieve competence in the use of desk top publishers.

TASK: To produce an A4 size poster advertising after school soccer coaching for the school soccer club.

Stage	Instructions	Skill Code
1.	Prepare the computer and printer for use.	G1
2.	Load the desk top publisher program.	G2
3.	Put a narrow border around the page frame.	P1, P2
4.	Make a frame about the right size for the heading. Now put a border around this frame.	P1, P2
5.	Now type this heading inside the frame you have just made: **FERNGLADE SCHOOL SOCCER CLUB - PROFESSIONAL COACHING.** Make sure the heading has a suitable font and large type size. Make sure the heading is in the centre of the frame.	P3, P10 / P5
6.	If necessary, alter the size of the frame so that the heading fits inside it.	P12
7.	Below the heading frame, make another frame for a picture (approx. 4 cm. x 4 cm.). Centre this frame below the heading frame.	P1, P2
8.	Find a clipart picture that would make a good logo for a soccer club. If you would rather draw your own picture using a drawing or painting program, you may do so.	P11, P12, G5
9.	Insert the clipart picture (or your own picture) into the frame that you have made for it on the DTP page.	P11, G5
10.	Make sure that the picture fills the frame. Also make sure that the frame is in the centre of the page, below the heading.	P12
11.	Choose a different font to the one used for the heading. Choose a fairly large type size (about size 18). Enter the following text with double-line spacing.	P5
12.	Below the picture type the words in the box below:	P3

> **Soccer for all ages - boys and girls welcome.**
> **Either learn new skills or improve old ones.**
> **Lots of fun and competition to keep your interest alive.**
> **Professional coaches available.**
> **Enough equipment to keep everyone busy.**
> **4 - 5.30 p.m. Mondays & Wednesdays in the Gym.**
> **Cost: £5 per term.**
> **Provide your own sports kit.**
> **Contact any teacher for more information.**

| 13. | Check your work for errors and use a spell check to help you. | P6, P8 |

GRAPHICS EXERCISE - 1

PACK 'B' SAMPLE

Materials required:
Computer art/graphics software.
Work disk.

Aim of the exercise:
To practise the skills necessary to achieve competence in the use of computer graphics software.

TASK: To Produce A Letter Heading With A Logo For A Sailing Club

Stage	Instructions	Skill Code
1.	Prepare the computer and printer for use.	G1
2.	Load the drawing program.	G2
3.	Use the computer to draw the shape of a sail-boat.	GR1, G
4.	When you have finished your drawing, move it to the top of the page on the left-hand side.	GR4
5.	Make the drawing about 4 cm. high and 5 cm. long.	GR4
6.	Make a copy of the drawing so there are now two sail boats, and reduce its dimensions to approximately 3 cm. x 3 cm.	GR3, G
7.	Make the second boat smaller (about 3 cm. high and 4 cm. long).	GR4
8.	Put the second boat at the top of the page, just to the right of the first one.	GR4
9.	Now make two more copies each one a little smaller than the last.	GR3, G
10.	Put these copies at the top of the page also. Put them in order so that the largest boat is on the left and the smallest on the right.	GR4
11.	Under the boats, type the words in the box below:	GR5

> **BLUEWATERS SAILING CLUB.**
> Longfield Moorings,
> Barmouth On Sea.
> BM4 5NY
> Tel. 01 845 829348

12.	Make sure that the writing is in the centre of the page, below the sail-boat drawings.	
13.	Save your work and print it.	G3, G
14.	Rotate the boat on the left by 90 degrees clockwise.	GR4
15.	Now rotate the second boat by 180 degrees and the third by 270 degrees clockwise.	GR4
16.	Delete the right-hand boat.	GR7
17.	Colour each boat with a different colour.	GR6
18.	Save the new design and print it.	G3, G

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SPREADSHEET EXERCISE - 1

PACK 'B' SAMPLE

Materials required:
Spreadsheet software.
Work disk.

Aim of the exercise:
To practise the skills necessary to achieve competence in the use of spreadsheets.

Stage	Instructions	Skill Code
1.	Prepare the computer and the printer for use.	G1
2.	Load the spreadsheet program.	G2
3.	Type in the title **SOCCER LEAGUE**.	S1
4.	Now put in these column headings:	S1

SCHOOL	P	W	D	L	F	A	POINTS

| 5. | Enter the following data: | S2 |

SCHOOL	P	W	D	L	F	A	POINTS
ST. BARTS.	6	4	1	1	10	8	
WESFIELD	7	3	1	3	9	10	
FORD ST.	7	5	0	2	14	4	
SOUTHFIELD	6	3	1	2	5	3	
WESTMOORES	7	2	1	4	5	7	
ANGEL ST.	7	5	1	1	5	6	
CHURCHILLS	7	1	1	5	8	11	
FIELDMORE	6	2	0	4	6	7	
BUDMARCH	6	3	1	2	7	9	
ST. MICHAEL'S	6	2	1	3	4	12	

6.	Save and print the spreadsheet.	G3, G4
7.	Make a formula to work out the points for ST. BARTS. Note: Points are worked out as follows: win = 2 points; draw = 1 point.	S5
8.	Copy the formula for the rest of the schools.	S6
9.	Sort the spreadsheet so that it is in order with the highest points at the top and the lowest points at the bottom.	S8
10.	A mistake has been found: Ford ST. should have 5 wins, 1 draw and 1 loss. Correct this mistake.	S3
11.	Save and print the corrected spreadsheet. Make sure your print-out shows the formulae.	G3, G4
12.	Exit the spreadsheet program and close down the computer system.	

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INTERNET EXERCISE - 1

PACK 'A' SAMPLE

Materials/Services Required:
- Internet Service provider (ISP).
- Web browser Software.
- Internet Access Point (modem/ISDN).
- Word processor software.

Aim of the Exercise:
To practise the following skills:
- Logging on to the Internet.
- Accessing a search engine.
- Searching for specific information.
- Copying specific information from a web page and pasting into a word processor document.

Stage	Instructions	Skill Code
1.	Load a Web browser and log-on to the Internet.	N1/N2/G2
2.	Access a search engine.	N4
3.	Carry out a search for 'Charles Babbage'.	N5
4.	Select an article which contains a picture of Babbage.	N6
5.	Copy the picture.	G7/I8
6.	Minimise the Web browser page.	G6
7.	Load a word processor and create a new document with the title: 'Charles Babbage's Calculating Engines'.	G2/W1
8.	Paste the picture onto the word processor document and place it beneath the title.	G5/G7
9.	Minimise the word processor page and maximise the Web browser page.	G6
10.	Select an article which contains information about Babbage's calculating engines.	N6
11.	Copy and paste one paragraph only, from the web page to the word processor page and place it beneath the picture.	G5
12.	Log-off the Internet.	N1
13.	At the bottom of the word processor document, write a paragraph in your own words to explain how you searched the Web for the information about Babbage and how you copied and pasted it from the web page to the word processor page.	W4/W5
14.	Save and print the word processor document.	G3/G4
15.	Hand in your print-out for marking.	

NB. Do not simply download and print a whole page from the Internet.

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I.C.T. - RECORD OF ACHIEVEMENT.

PACK 'A' SAMPLE

Name: _____ Class/Form: 7 ___ 8 ___ 9 ___

Date Joined School: _____ Date Left School: _____

I have achieved these **'General Skills'**:

Code	Skill	Date Achieved	Staff Initials
G1.	Prepare computer system (including printer) for use.		
G2.	Load applications software.		
G3.	Save files.		
G4.	Print files.		
G5.	Export/import files.		

I have achieved these **'Word Processing Skills'**:

Code	Skill	Date Achieved	Staff Initials
W1.	Create document.		
W2.	Select appropriate format/justification.		
W3.	Select appropriate font/style/size for text.		
W4.	Enter text.		
W5.	Edit text by deleting, inserting and correcting.		
W6.	Search and replace text.		
W7.	Use spell-checker.		
W8.	Underline/embolden text.		
W9.	Indent margins.		
W10.	Alter line spacing.		
W11.	Create columns by using Tabs.		

I have achieved these **'Spreadsheet Skills'**:

Code	Skill	Date Achieved	Staff Initials
S1.	Create spreadsheet and enter title/headings/labels.		
S2.	Enter numeric data.		
S3.	Edit data by deleting/inserting/correcting.		
S4.	Insert/delete columns/rows.		
S5.	Create formulae.		
S6.	Copy formulae.		
S7.	Print formulae.		
	Sort on one field.		
	Create graphs from spreadsheet.		

I have achieved these **'Graphics Skills'**:

Code	Skill	Date Achieved	Staff Initials
	Create graphics file.		
	Create an object.		
	Make copies of the object.		
	Transform an object by rotating/flipping/enlarging.		
	Add text.		
	Colour a drawing.		

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